DOCUMENT RESUME

ED 180 857 SO 012 170

AUTHOR Bingham, Jane
TITLE The Acceptance of Global Education Scale.
PUB DATE 79
NOTE 15p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attitude Tests; Curriculum Planning; Ecology; Economic Factors; Educational Objectives; Evaluation Methods; *Global Approach; International Relations; Justice; Peace; Political Influences; Secondary Education; *Social Studies; Social Welfare; *Teacher Attitudes; Teacher Education; Tests; World Affairs

ABSTRACT

The Acceptance of Global Education Scale (AGES) measures the attitudes of secondary social studies teachers toward goal statements for the social studies curriculum that reflect a global perspective. AGES can be used in inservice and preservice teacher training programs to form guidelines for construction of a secondary global education curriculum. The scale incorporates current perceptions of global education into ten goal statements for each of five world order tenets: reduction of violence, economic equality, ecological balance, social justice, and political participation. The scale also contains ten non-global statements taken from traditional objectives for social studies instruction. Respondents are asked to sort all 60 statements into six categories from "most approved" to "most disapproved." An example of a statement reflecting social justice is: "Students should critically examine textbooks, curriculum materials, and periodicals for bias in national and international affairs." The document includes directions to respondents, a response sheet, the 60 goal statements, and an explanation for ranking responses. (Author/AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180857

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jane S. Bingham

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Acceptance of Global Education Scale

SP 012 170

© JANE BINGHAM 1979

keep

THE ACCEPTANCE OF GLOBAL EDUCATION SCALE

The Acceptance of Global Education Scale (AGES) is designed to measure the attitude of secondary social studies teachers toward goal statements for the social studies curriculum that reflect a global perspective.

The Scale incorporates current perceptions of global education identified from the literature into ten goal statements for each of the world order tenets: (a) reduction of violence, (b) economic equality, (c) ecological balance, (d) social justice, and (e) political participation. It contains, in addition, ten goal statements that are (f) non-global in perspective identified from traditional objectives for social studies instruction(1) The goal statements were validated as being global and non-global in nature by recognized experts in the field of global education.

The goal statements are numbered. Every sixth statement reflects the same tenet in the order stated above, i.e. (a) reduction of violence, (b) economic equality, etc.. The sheets containing the sixty statements are cut to make cards measuring 3" x 3¼". Participants are asked to sort the cards into six catigories from most approved to most disapproved. The forced sorting calls for ten goal statements in each of the six categories. A non-forced ranking can be used, also.

The AGES can be used for planning and programming in-service and pre-service teacher training. The AGES goal statements are useful in forming guidelines for construction of a secondary curriculum for global education.

(1) Note: The categories designated in the instrument beside each goal statement as RV (reduction of violence), EE (economic equality), EB (ecological balance), SJ (social justice), PP (political participation), and NG (non-global) should be removed from the instrument when used for measuring acceptance of the goal statements.

DIRECTIONS TO RESPONDENTS

This packet has 60 cards which contain selected goal statements for the social studies curriculum. They do not represent goals for the specific course or courses you teach but ones that may be ascribed to the social studies curriculum in general. The cards are to be sorted into piles according to how much you approve or disapprove of these goals.

Please sort the cards into 6 piles according to the designated categories on the Response Sheet, with no more than 10 cards in any one category.

After you have sorted the cards, lift the piles of cards and record the numbers of the 10 cards you have chosen for each of the 6 categories on the Response Sheet as illustrated below:

RESPONSE SHEET

Strongly Approve 1, 2, 12, ... to maximum of 10 statements	Moderately Approve 10 statements in this category	Slightly Approve 10 statements in this category
Slightly Disapprove 10 statements in this category	Moderately Disapprove 10 statements in this category	Strongly Disapprove 10 statements in this category

STRONGLY APPROVE

MODERATELY APPROVE

SLIGHTLY APPROVE

SLIGHTLY DISAPPROVE

MODERATELY DISAPPROVE

STRONGLY DISAPPROVE

1. Students should study conflict and contro-
RV versy - interpersonal group, national, and international - by examining sources and exploring alternative solutions and their consequences.

2. Students should learn that the individual,
EE his town, family, state, and country have tangible economic connections with other nations and peoples of the world.

3. Students should learn about ways in which the
EB earth's four billion inhabitants have a common dependency on the way the planet works - the amount of heat and light it receives, its climate and the nature of its surface.

4. Students should understand that a feeling
SJ of self-worth is the inherent right of every human being on earth.

5. Students should learn that citizen partici-
PP pation in government varies among political systems of the world.

6. Students should learn that our nation's
NG highest priority is to be No. 1 in military and economic power.

© JANE BINGHAM 1979

7. Students should learn to be cognizant of
RV those aspects of American culture which condition citizens to conflict and violence.

8. Students should learn about social and
EE economic ideas that support the right of everyone on earth to an equal share of its resources.

9. Students should learn about the dangers to
EB the ecology of the unlimited growth of population, land use, and energy consumption.

10. Students should learn that human dignity
SJ should govern the priorities of social, economic, and political institutions in human society.

11. Students should learn that people of differ-
PP ent backgrounds from different heritages can work together responsibly to resolve political conflicts.

12. Students should understand that the primary
NG goal of U.S. participation in world programs is to serve the national interests and protect national sovereignity.

13. Students should study the lives of people
RV who have opposed conflict and resisted violence.

14. Students should study the disparities of
EE production, distribution, and consumption of necessities such as food among the countries of the world.

15. Students should learn about the different
EB values relative to population growth, land use, and energy consumption among the different peoples of the world.

16. Students should learn about human beings as
SJ a species - their common needs and expressions of emotion.

17. Students should learn about the effects on
PP national political systems of competition among nations for trade, labor, and resources.

18. Students should learn that the greatest men
NG in our country have been those who had led our forces to victory in times of war.

19. Students should study those international
RV conflicts that have been resolved peacefully.

20. Students should learn about the economic
EE consequences of over population in the world.

21. Students should study the effects on society
EB of such hazards to life as radioactive waste, atmospheric carbon, gamma rays, and explosive power.

22. Students should learn to look with objectivity and intellect-
SJ ual honesty on our country and its history to identify those aspects of our culture which impede social justice.

23. Students should understand the responsi-
PP bility of citizens in the world community to protest when basic rights of political participation are violated.

24. Students should understand that consumerism
NG benefits the economic welfare of our country by generating profits for its industries.

25. Students should learn about the organization and intent of the United Nations in the context of its ability to resolve international conflict.

RV

26. Students should learn about the link between poverty and illiteracy among the peoples of the world.

EE

27. Students should learn about the effect of unwise and unregulated use of natural resources.

EB

28. Students should critically examine textbooks, curriculum materials, and periodicals for bias in national and international affairs.

SJ

29. Students should be knowledgeable about the decision-making skills that are required for participation as citizens of their nation and the world.

PP

30. Students should learn that high tariffs are necessary for maintaining our high standard of living and industrial progress.

NG

31. Students should be knowledgeable about
RV the principal models for peace, world order and the resolution of international conflict.

32. Students should learn about the link between
EE poverty and discrimination among the peoples of the world.

33. Students should learn about the potential
EB use and/or misuse of ocean resources.

34. Students should be prepared to carefully
SJ examine and critically question policies of our government that are supportive of repressive regimes.

35. Students should understand that political
PP participation very often demands skills of negotiation and compromise.

36. Students should learn that it is in the
NG interests of our country to protect the right of American corporations to find, develop, and control resources anywhere in the world.

37. Students should study the costs of war for
RV citizens of major nations to maintain military establishments and pay for past wars.

38. Students should study the effect of multi-
EE national corporations on the world economy.

39. Students should learn how technological
EB development promotes consumption of mineral and fossil fuels and modifications in the national environment.

40. Students should learn to avoid we/they
SJ orientation in their analysis of global problems - to recognize that there are fluctuating factors and varying cultural viewpoints.

41. Students should be knowledgeable about inter-
PP national associations that influence political decision-making of individual nations (the U.N., monetary regulating agencies, space agreements, world relief agencies, and cultural exchanges).

42. Students should learn that war is defens-
NG ible when possession of territory, markets, and spheres of influence are threatened.

43. Students should understand the cost of war in terms of trauma and tragedy it brings to human lives.
RV

44. Students should learn that economic imbalances that bring about depression and unemployment are worldwide in scope.
EE

45. Students should learn about plans and actions of industrial nations to solve their environmental problems
EB

46. Students should examine political documents of contemporary nation-states and international organizations to discover the significance placed on human rights by each.
SJ

47. Students should learn to be responsible for participation in efforts to find solutions to global problems.
PP

48. Students should understand that it would be dangerous to meddle in the affairs of other countries in the solution of problems of human rights, crime, overpopulation, and pollution.
NG

49. Students should learn about people whose
RV lives demonstrate that loyalty to one's country is not in conflict with the responsibilities that accompany being a citizen of the world with world-wide concern and responsibility.

50. Students should study models of transnational
EE economic cooperation that contribute to the economic development of some regions of the world.

51. Students should learn about regulatory
EB agencies created by transnational and international organizations to attack air and water pollution.

52. Students should identify examples of
SJ economic or political practices that destroy or enhance social justice.

53. Students should be prepared to adapt to
PP change in order to face the political realities of emerging global interdependence.

54. Students should learn that immigration
NG should be controlled by each country according to its standards for desirable citizens.

55. Students should learn that in order to maintain peace, citizen participation and action are necessary.
RV

56. Students should learn about world organizations that share technologic and scientific information that serve the common interests of humankind.
EE

57. Students should participate in decision-making exercises where there are actual or simulated choices between conservation of resources and waste of resources.
EB

58. Students should understand that world opinion can influence a nation to change its practices that abrogate human rights.
SJ

59. Students should learn that fulfilled human lives depend on the degree of control people can exercise over their own destinies.
PP

60. Students should learn that balance of power alliances are the best solutions to the problems of antagonism and agression in the world.
NG